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## Secretarial Notes on the Fourth Annual Conference of Deans and Advisers of Men, Held at the University of Kentucky, April 20-23, 1922.

Upon their arrival in Lexington, the delegates were apprised of the death of Mrs. Frank L. McVey, wife of President McVey of Kentucky University, the evening before. Mrs. McVey had resided about five years in the community and by her rare qualities of both mind and heart she had greatly endeared herself in wide circles within and without the University. Her loss came as a great shock to all who knew her and was particularly felt, of course, on the campus. At 11 o'clock on Thursday morning, faculty members, students, citizens, and guests assembled in the Chapel where a most impressive memorial service was conducted, Dr. Paul B. Boyd presiding. State Superintendent of Public Instruction George Colvin, of Frankfort, representing the trustees, Professor E. F. Farquhar, representing the faculty, and Mrs. W. T. Lafferty, representing the women's clubs and the personal friends of the deceased made addresses paying tribute to the departed as a wife, a mother, and as a most active and unselfish worker for the betterment of the institution and of the community. Each of the visiting delegations presented at this service resolutions of condolence, those of the Deans and Advisers of Men being offered by the President, Dean E. E. Nicholson, a former teacher of the deceased. They read as follows:

"The Deans and Advisers of Men now in conference in Lexington wish to extend their sympathy to President McVey and his family for their recent bereavement. In the death of Mabel Sawyer McVey there is lost not only the companionship of a devoted wife and mother, but to the students and faculty of the University the kindly services of a warm and active friend. Her life has been so lived that the remembrance of her generous deeds will build for her a lasting memorial."

On Saturday morning, the Deans and Advisers of Men attended in a body the funeral service which was conducted in Maxwell Place, the beautiful presidential residence of the University. Superb banks of floral offerings and a great concourse of sorrowing friends again attested the high place which Mrs. McVey had won for herself in the hearts of all.

Due regard for the great bereavement which affected the entire community of course required abandonment of the elaborate plans for the entertainment of the guests which had been laid by the hospitable Kentuckians. The latter were most attentive, however, to do in unostentatious manner for the comfort and pleasure of the delegates everything which the proprieties permitted, and the guests were made to feel at every turn the sincerity and cordiality of their welcome, even in a period of grief.

## FORMAL OPENING

THURSDAY, 10 A. M.

The first session of the conference was a joint meeting of all visiting delegations in the Ball Room of the Lafayette Hotel. State Superintendent George Colvin delivered an address of welcome, after which the meeting adjourned for the memorial service in the Chapel of Kentucky University.

## SECOND SESSION

### ORGANIZATION

THURSDAY, 2:30 P. M.

The second session was called to order by the President, Dean E. E. Nicholson, in the spacious lecture room of Dicker Hall. After necessary readjustments of the program, committees were appointed as follows: on place of the next meeting and on nominations for the offices, Deans Clark, chairman, Melcher and Goodnight; on contemplated restriction of the area and classes of institutions covered by this conference, Deans Coulter, chairman, Dawson and Warnock. A suggestion as to the desirability of holding meetings at the same time and place as the deans of women was referred to the committee on place and nominations. It was suggested that the papers delivered at these conferences might be published to advantage in such periodicals as Banta's *Greek Exchange* and *School and Society*. It was further voted that all papers be preserved in printed minutes, the institutions represented sharing the expense of publication.

A roster of the delegates present at the conference was then prepared.

### ROSTER

Name	Dept.	Fraternity	Institution
A. W. Tarbell	None	None	Carnegie Inst. of Tech.
S. H. Goodnight	German	Kappa Sigma	Univ. of Wisconsin
Floyd Field	Mathematics	None	Georgia Tech.
W. F. Coover	Chemistry	S. A. E.	Iowa State College
Francis F. Bradshaw	None	None	Univ. of N. Carolina
A. R. Warnock	None	Beta Theta Pi	Penna. State College
J. D. Hoskins	History	Pi Kappa Alpha	Univ. of Tennessee
Edwin Mims	English	Delta Kappa Epsilon	Vanderbilt University
Karl T. Waugh	Psychology	Phi Delta Theta	Berea College
W. G. Hormell	Physics	Delta Tau Delta	Ohio Wesleyan Univ.
H. H. Armsby	Civil Engineering	Sigma Nu	Mo. School of Mines
Thomas Arkle Clark	English	Alpha Tau Omega	Univ. of Illinois
Fred T. Dawson	Phys. Ed. & Athletics	Delta Kappa Epsilon	Univ. of Nebraska
Edward E. Nicholson	Chemistry	Beta Theta Pi	Univ. of Minnesota
Joseph A. Bursley	Engineering	None	Univ. of Michigan
C. R. Melcher	German	Delta Tau Delta	Univ. of Kentucky
Stanley Coulter	Biology	Beta Theta Pi	Purdue University
O. W. Irwin	Physics	None	Toledo University
John R. Dyer	None	Alpha Tau Omega	Univ. of Kansas
Chas. M. Snelling	Mathematics	Sigma Nu	Univ. of Georgia

The first topic upon the program was taken up by Dean T. A. Clark, of Illinois, who delivered the following address:

## HISTORY AND DEVELOPMENT OF THE OFFICE OF DEAN OF MEN

"In order that I might have some intelligent basis for constructing this paper, some months ago I addressed a communication to thirty of the leading institutions of the country asking the following questions:

1. If the office of Dean of Men is established in your institution, when was it done, and what were the reasons which led to it?
2. How much time does the Dean of Men give to his work in your institution, and in general what are his duties?
3. How much, if any, teaching outside of his office work does he accomplish?
4. What general advantage to the college and to the students does such an office furnish?
5. Will you not give me at least one personal illustration of what the Dean of Men is able to do in your institution?

The replies to this letter of inquiry elicited the fact that two thirds of the institutions of which inquiry was made have established the office of Dean of Men, or some similar office, that perhaps half of the remaining institutions hope to do so, and that the college finds the officer helpful in the control and direction of the life and character of the men of the institution.

Only one reply suggested the contrary, and this letter you may find interesting:

"This office," writes the assistant to the President, "was established in 1912 and was discontinued in 1918. The position of Dean of Men was held in connection with that of Dean of the College of Arts and Sciences, and I am informed that during the existence of the office of Dean of Men he performed no duties in that office that he would not have performed as Dean of the College of Arts and Sciences," which seems to me a pity, I may interpolate. "I am further informed that under our organization at this University, the office was without use."

Perhaps those of us who sometimes take to our souls the flattering unctiousness that we are performing a useful service to the institution of which we are a part might find, if we investigated sufficiently, that we are not worth so much as we think.

Of the twenty officers who wrote me, or about whom I was written, twelve do no teaching and so devote all of their available time to the work of the office. Two or three in addition to the fact that they devote their entire time to the work have the additional help of assistants. Certainly the tendency is in the direction of widening and expanding the work of the office rather than of decreasing it.

Of the twenty officers reporting upon the length of time their office had been established, twelve indicated that the length of time had been five years or less, and this statement I think would indicate the relative growth and development of the office throughout the country.

I had always taken a certain pride and satisfaction, like the oldest inhabitant in a country town, in the feeling that I had held the office of Dean of

Men longer than anyone else and that I was the oldest living specimen of this interesting genus; but not so. Dean John Straub, of the University of Oregon, writes as follows: "There is the office of Dean of Men here at the University of Oregon, and I am *"it"*. The office was theoretically established in 1878 when I first came here, and while I was not officially Dean of Men at that time, I acted in that capacity from that day until this and part of that time I was also Dean of Women, which was a very pleasant office."

In 1878 I had just recently emerged from knee trousers, and the country school, and it was not until 1901 that I was inducted into the office which I now hold, so that there is little chance of my carrying off first honors when Dean Straub comes into the ring. However it is something in a game like this to hold second prize.

The office of Dean of Men in general came first in the large institutions where it was felt that the personal relationship between the student and the institution was not so close as it should be and where the Deans of the Colleges or the President or whoever was responsible for the bringing about of this relationship were too much engaged in other affairs or were temperamentally unfitted for doing so.

In most institutions with which I was familiar as an undergraduate, it was conceded that this personal touch between student and faculty was a good thing, but it was no one's particular obligation to bring it about, so, though I was a member of a pretty small institution, I had relatively little of this personal touch with my instructors. It was theoretically the President's business to foster such a relationship, but the President was not a man who could easily do this. He was on the contrary quite unfamiliar with individual students, knew little about student eccentricities, and as a consequence student pranks and undergraduate irregularities were of daily occurrence.

I do not know just what particular incident brought about in your institution the appointment of a Dean of Men or an officer whose business it is to supervise student affairs. My own experience is perhaps typical, and with slight variations might apply in each particular case. I was in 1900 in charge of the Department of Rhetoric of the University of Illinois. I had just come back from Harvard where I had been studying, and I was preparing to return to take my doctor's degree. I had no intention or ambition to devote myself to executive work. The President at that time was theoretically in charge of student affairs. Our rules regarding attendance were loose and loosely enforced, our scholarship regulations were elastic and a student was seldom actually dropped for poor scholarship, for if a bluff were made of doing so, a petition on the part of the student generally restored him to good standing without much trouble. There was no way of adequately finding out whether a student were doing well or ill. Hazing was rampant, there was little or nothing done to control the moral and social conditions under which students lived. If there were derelictions, they were reported to the President and he took care of them as he could.

One morning early in the fall of 1900, I was called to the President's office. When I was ushered in I found him seated opposite a young fellow who had been registered in the University during the previous year, but whose intellectual assets as indicated on the books of the University aggregated two hours of military and one in physical training. He was starting this second year

with about the same enthusiasm for study as formerly, and the President was at his wit's end. The boy was the son of a prominent citizen of the state whose influence in the support and progress of the institution could not be ignored, but the President's self-respect would not let him keep the boy unless a change could be brought about.

Bob would not go to class, he would not study, and rumor had it that his habits were pretty unsavory.

When I came into the room there were indications of a recent hot conflict of words between the two, though just at that moment silence had fallen upon them.

"I'm through with this loafer," the President said to me. "If he won't change his habits, he will have to go home. I'm going to see what you can do with him. Whatever you do will be satisfactory to me. If he won't work, send him home."

I suppose I was Dean of Men from that time on, though I balked for a long time at the thought of taking the job over officially; but I solved Bob's difficulties that year, helped him to get on his feet, and made a friend of him for life, besides rescuing a high class first base man from the intellectual scrap heap and so helping to win a championship. I relieved the President of some very unpleasant duties and gradually evolved some definitely defined duties and a specific policy of action. I kept most of my work in the English department for ten years or so and still have a theoretical connection with it, though I have done no teaching for a good many years. I presume it was some such situation or crisis as I have described which has been responsible for the creation of the office in every institution.

But students do not want to be regulated and members of the faculty do not always like to have either imposed upon them new duties or taken away from them old duties or obligations no matter to what extent these have been neglected or how lightly they have been assumed. The establishment of the office of Dean of Men is a simple matter; the development of it has been often fraught with conflict and misunderstanding.

When you attempt to inhibit or put a stop to a student practice or custom, no matter if it is quite easy to demonstrate to the individual that the practice is a vicious one, your popularity, if you have previously had any, is quite likely to wane. When you, in your official capacity, step over the border line of authority of another college officer there is at once need of tact and diplomacy. The Dean of Men is the official buffer between students and faculty, and he gets bumped hard by both. In his attempts, for instance, to help the student of slow mind or the one who has got a bad start, out of his scholastic difficulties, he is quite likely to be accused by some punctilious member of the faculty of having no intellectual standards, and when he tries to jack up the undergraduate loafer, he develops a reputation for having no sympathy or mercy for the student view point.

Many of the schemes which I devised during the first few years of my experience for the strengthening of scholarship, for the control of attendance, for the direction and advising of individual students, were criticized by heads of departments or Dean of Colleges as trespassing upon the authority of these officers, and though they had often not previously acted in these directions, they assumed control in many of the matters and took them out of my hands.

There was no objection to this, since in general it brought about unity of action in all the colleges and accomplished all that I was trying to accomplish.

The ability gradually to change student practices or customs without arousing too violent undergraduate opposition or interfering with one's confidential personal relationship with individual students is only slightly less difficult than the ability to adjust differences between members of the faculty and students. The elimination of hazing, the control of drinking, and gambling, the development in organizations of interest in scholarship, the direction and development of student organization and social affairs, and the formation of some organization which would look after the health and the general physical condition of students—these have been some of the problems with which we have all been confronted in the management of our offices.

Many members of the faculty do not believe in the theories involved in such an office as that of Dean of Men. The processes involved in the operation of such an office, they feel is a coddling process; it is the transferring to college the practices of the nursery. Men in college, they feel, should be required to look after themselves, to rise or fall upon their own initiative. If they get into trouble they should scramble out themselves; if they meet evil, they should resist it, or if they are weak enough to fall, then they are not of college calibre and they might just as well go home at the outset and leave only the strong men to be developed.

Such educators, also, often resent any uniformity of procedure in college administration. They are willing to set out before the student three times a week, perhaps, his intellectual pabulum, and he may take it or leave it as he wishes. They see their students in groups and not as individuals. They dislike keeping attendance, making regular reports on scholarship, or adjusting their methods to individual conditions. They are much more interested in their subject than in the human beings whom they teach. With such as these the Dean of Men has his difficulties; they stand pretty solidly in the way of any further development of his office, but their resistance is not usually insuperable.

Perhaps one of the misunderstandings which has developed with reference to the function of the Dean of Men is that he is mainly a disciplinary officer who concerns himself largely if not wholly with moral and intellectual bums.

"Is this where the criminal sits—" some self satisfied member of the faculty asks me as he steps into my office hesitatingly with the light of original humor in his eyes, and reaches for a chair much as he might do if he were entering a court of justice. What I say in return is not always funny. He does not realize that of the more than six thousand students who came to my office during the month of February very likely not one per cent had been sent for or were there for matters of correction or discipline. The office of Dean of Men is much more advisory and friendly than disciplinary. A student said to me only a few days ago, "Nothing else that is done by you or by your office so ingratiates you with students as the fact that you are personally interested in them when they are sick and that you show each man some personal attention and nothing else so appeals to their parents." I am sure you have all had the same experience.

In the letter of inquiry that I sent out, I asked for personal illustrations of what the Dean of Men had been able to accomplish with individual students

in each institution. Not many of these were presented, but two at least are suggestive:

"Last year," one Dean writes, "a freshman was arrested charged with stealing five automobiles, and held for grand jury. His confession to me, when I saw him just a few hours following the arrest, was immediate, frank and full. That interview convinced me that there was no criminal motive behind his acts, and that this lad was worth saving from being branded as a criminal under the usual processes of the law. Before presenting his case to the discipline committee, I gathered all the information I could concerning his character and antecedents, interviewing other students, instructors, a minister, and a remarkably fine mother. It developed that he had not sold any of the machines, that they had always been left where they could be recovered by owners, that he had used them for the most part to make trips to see his mother in Buffalo, and that his acts had been largely prompted by a love of adventure and a passion for things mechanical. He had come rightly by these traits, his father, now dead, having been a steamer captain on the great lakes. The committee came to have the same faith in him that I had, and we gave him a chance. We put him on probation for a year, requiring him to report fortnightly to me. Instead of expelling him in disgrace, we decided to help him in his rehabilitation process and "we", in this instance, meant the Dean of Men.

"In the courts, his case was first heard in another town, two of the machines having been stolen there. The probation officer wired us for a statement, and our action was influential in causing the judge to put him on parole. These two expressions of faith and leniency led the other court to also place him on parole, although in the two cases ahead on the docket, young men had been sent up for one and two years respectively for stealing just one machine. It was only by much active effort in court testimony and elsewhere that we kept him from being treated as an ordinary criminal offender. The following summer he enrolled for a government training camp, motor transport unit, our R. O. T. C. officers only accepting him, after I had personally vouched for him. During the course the Department of Justice discovered his presence at the camp, and having in hand his police record, asked for explanations. Again I had to stand behind him in a written document, certifying to my belief in him, and the lad was steadily standing behind me, by constantly making good. He once told me, in a moment of confidence, that my bringing him some smoking tobacco and a magazine when in jail had won his heart. He is now successfully continuing his work with us, and is amply justifying our efforts in his behalf.

"And, finally, it can readily be imagined that the discipline committee has been roundly abused for its action in this case, and much shaking of heads has been caused on the campus by an inconsistency of committee procedure that ejects John Doe for a bit of cribbing in one minor examination, and retains Richard Roe who has stolen five automobiles in the face of the whole world. But it is the sad lot, I take it, of a properly functioning discipline committee, to be frequently inconsistent and seldom understood."

The second one is from another part of the country:

"Some years ago I found a student intoxicated, lying in a neighbor's yard. I took him to my home and he stayed at my home during that night. He

knew that drunkenness ordinarily meant expulsion from the University, but I had a frank fatherly talk with the boy and suggested that we forget all about the yesterday and start de novo. The boy, who was somewhat new here, was surprised and with tears in his eyes said to me, "Do you mean that, Dean?" When he was assured that I had forgotten all about it, he said, "You will never regret this." And from that time on not only that boy but his three comrades, who were also dissipated fellows, straightened up and graduated some fifteen or eighteen years ago honorable and clean men."

From my own experience let me cite another illustration:

I had a call from Hunter two years ago. Hunter had been graduated ten years and had been in all parts of the world in his practice of engineering. He was a rough ill-trained undergraduate with a good many questionable habits, and we had had not a few interviews before he got out of college. If I had ever made any impression on Hunter, he gave no indication of it. If I had done him any good, it was not evident.

"I have often intended to write you," he said, "but I'm careless about writing, and I never got around to it. You thought that you made no impression on me while I was in college, and I meant you to think so, but it wasn't true. I simply wanted to give the impression that I was 'hard boiled.' I've been up against all sorts of temptations, but I've really kept clean. If you ever have a tendency to get discouraged and to think that we aren't influenced by what you say, don't yield to it. It is all worth while and the fellows don't forget."

The services which a Dean of Men may render to the individual in any undergraduate body are infinite; they are as varied as human nature is varied and they are often pathetically personal. May I quote what I have said recently in a paper which I read before the Council of Church Boards of Education at its meeting in Chicago.

"Whatever influence, intellectual or social or moral, that I may have exercised during the years that I have worked with students has come not through contact with the crowd, though I have had that constantly and regularly, but through sympathetic personal touch with the individual. For years I have been in my office pretty regularly six days in the week for at least eight hours a day. Anyone is free to come and see me there, or, if he prefers it, at my house after dinner or on Sundays. And they do come by the hundreds. They bring the petty inconsequential things that can be decided or settled in a few moments, and they bring the things the settlement of which may make or wreck a life. There is no monotony and no two days are alike. There are the stories with which you are all familiar—the struggles with poverty and temptation and sin, and discouragement where faith must be strengthened and courage awakened and self-reliance developed, and opportunity discovered; there are the stories of love and disappointment, and each one of these problems is to the man who brings it real and vital.

"I don't suppose you've ever had any case just like mine," the man begins, and he is right in a way, for no two cases are ever quite alike.

My paper is perhaps already long enough but I cannot bring it to a close without giving you two or three illustrations of just what this personal relationship with undergraduates does bring to one.

The telephone rang one Sunday afternoon just as I was settling down for

a little rest after a long hard week. It was Doctor Bennett's voice that spoke when I took down the receiver.

"Could you run over to Romine Street and see Ferguson this evening? He has a good deal on his mind, and he would like to talk to you."

I had known Ferguson since his freshman year, and he was now a junior. His father was a hard working minister in a little country town in Illinois, and the boy had been forced largely to look after his own support. He was a good boy at heart, but easily influenced.

He was lying in bed when I entered his room, and I could see that he was laboring under an intense excitement.

"Tell me about it," I said, sitting down beside him and taking his hand. It was a halting story he told me, but a story as old as the race. He had been tempted, he had yielded, and he had contracted a dangerous disease that it would take years wholly to eradicate.

"I can't be taken care of here," he said, "and I can't afford to go to a hospital. I'm afraid to tell father, for he wouldn't understand, and he'd throw me out. I started to kill myself this afternoon, but I'm afraid to do that." And then he burst into tears.

We talked it over for a long time; we considered first one plan of procedure and then another only to reject them all. There was really only one way out and that was to tell his father, and I finally won his consent to let me do this, though he was sure it would be useless.

I waited until after the time of the evening service before I called up the boy's father. I had never before realized what a cold inhuman means of communication the long distance telephone is until I tried that evening to talk sympathetically over it. But my explanation got through and the father was a game one. He met the situation without faltering and traveled all night and was waiting for me when I got to my office next morning. He had a good heart, but he was a poor hand at subterfuge. His chief concern was how he could explain to the neighbors without giving the real facts away, but he and I, two perfectly respectable Presbyterians, worked out an explanation that was both truthful and effective. Father and son were never before so near together as they were when they went home next day to find mother waiting for them at the station. The story ends happily, for the boy got well and came back to college and graduated and is now a successful and respected practicing physician.

Carter entered my office a few weeks ago rather bashfully.

"I want to ask you some questions," he said, "and I hope you won't laugh at me." I promised that I should be as serious as I was capable of.

"I'm going to a formal party," he continued. "And I've never been to one before. The young lady has been to ever so many and knows everything about what is conventional, and I don't want to seem a rube to her, so I thought I'd ask you how to act and what to wear."

It was a serious matter, I could see, so I did not smile.

"I could have asked the fellows at the house," he explained, "for a lot of them know, but they would have kidded me and given me a lot of bunk so they could laugh at me later, and I was sure you would tell me the truth."

I would not have played him false for a king's ransom. I brought out my store of sartorial knowledge and we discussed at length white vests and black

ones, long tails and tuxedos, pumps, kid gloves, bow ties, and how to get in and out of a room without damaging the furniture. We got quite chummy before we were through and I loaned him a fancy vest to make his outfit complete. On the evening of the party he walked six blocks to show me the shirt he was going to wear, for at the last moment he had sinking of heart because he was in doubt as to whether he ought to choose a stiff bosom or a soft front. I looked him over and passed him on as perfect and was assured later that he didn't make a slip and that a good time was had by all.

About Thanksgiving time last year, Jim Easton, a big, husky freshman was waiting for me when I got back after luncheon.

"Well, Jim?" I asked when we were seated across from each other.

"Did you ever run away, Dean, when you were a kid?" Jim interrogated.

"No, I never did, Jim," I answered. "But I planned to do it more than once, and I wanted to like the dickens, though something always happened to prevent it."

"Well, I can't stand it much longer," he went on, "and unless some one locks me up or ties me to a telephone pole, I'm going to pull out of this. I know I'm a fool, but that doesn't help any."

We didn't reason it out; it was no use. We just talked it over. Jim didn't realize that his having told me how he felt would be very likely to prevent him from yielding to his feelings. I exacted from him a promise that before he ran away he would come in and tell me, and I agreed that in such a case I should do nothing to prevent him. He is still sticking to his job.

The office of the Dean of Men in our educational institutions is just at the beginning of its development, I believe. Everywhere an increased interest is being shown in what it is possible to do in bringing about the personal relationship between the student and the college. We have only begun to do the things which ought to be done. A man can do something who devotes two or three hours a day to the work, with his other time given to teaching, but he cannot go far. Even a man who is willing to put in ten or twelve hours a day to the work seven days in the week soon realizes how little of what is crying to be done he can accomplish. We have only begun to give the freshmen the personal attention which they need, the physical condition of the undergraduate, and the conditions under which he lives have been sadly neglected in many places; we have hardly touched student organizations and social affairs. There are a score of things intimately related to the development of character and to the making of good citizens which we have well nigh ignored. The office which we attempt to fill should be manned and developed far beyond what has so far been done, for the things possible of accomplishment are well worth while.

"I am going to put into the office of the Dean of Men", a well-known college President said to me not long ago, "as many experienced men as it takes to do the job as it should be done."

I am only coming to realize in my own office what it is possible to accomplish. Besides the general work of personal contact with the individual which grows as attendance and tradition grow, there are special matters which ought to be looked after. In every large institution at least there should be some one, sympathetic and intelligent, who will give his time to the freshmen. The office of Dean of Freshmen is growing in importance. Social matters and the

direction of organizations require more thought and direction, and if this is well done, it will require the full time of one man. I am hoping next year in my own office to have the services of three full time men besides myself, and I know that even with this force we shall find plenty to do. This will indicate in a degree at least what I think of the possibility of the future development of the office of the Dean of Men in our colleges."

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At the conclusion of the paper, opportunity was given for general and informal discussion of the matters touched upon. The phase most eagerly discussed was the difficulty of exercising the function of disciplinary officer and at the same time retaining the confidence and the good will of the students in other matters. In a majority of the institutions represented, the dean or adviser of men is connected with discipline, being directly in charge of it or if not solely responsible, at least a member of the discipline committee. In many of the institutions, cases are brought to the committee through the dean of men. This is true at Illinois, where Dean Clark exercises discretion as to which cases he adjusts himself and which he brings to the attention of the committee. Cribbing cases go to an honor commission of students. Other matters come to him. If a fraternity president brings him information voluntarily, he considers the information confidential and himself inhibited from adjudging a penalty upon an offender so reported. But when information has come through other than confidential channels, Illinois has dismissed every student found guilty of drinking at a dancing party or of drinking to excess anywhere. The honor system at Illinois, after three years of trial, is regarded as of uncertain success. The student honor commission has immature judgment, is not always consistent, and finds it difficult to realize that the University must ultimately bear the responsibility for the actions of the commission. The meeting of complaints made against the commission causes Dean Clark as much trouble as would be entailed by handling all cases himself in the first instance.

At Michigan, Dean Bursley has nothing to do with the discipline of students, each separate college faculty handling its own cases. At present, however, there is under consideration a plan for a central discipline committee composed of three members of the Senate, to be appointed by the President, and one additional member from each school and college, to be appointed by the respective deans. The Dean of Students is not to be a member of this committee but may attend any of its meetings. Dean Bursley was requested to send to each member of the conference a memorandum of this plan as soon as it should be adopted. Fraternities may be placed on probation at Michigan by vote of the Senate Committee on Student Affairs; such probation involves the suspension of all social privileges as a group and of all right to participate in interfraternity affairs, athletic competitions, etc. Fraternities may also place individual members on probation for bad conduct, suspending all house and chapter privileges.

Dean Nicholson reports progress at Minnesota in the matter of the cooperative control of student affairs, including drinking. There, too, fraternity members may be debarred from both house and chapter privileges for drinking, while the University suspends for drunkenness. All realize that the ultimate responsibility for the maintenance of good order is upon the faculty.

At Kentucky, where the honor system was abandoned as a failure some years ago, all cribbing cases are brought to Dean Melcher who handles them in person or brings them to a discipline committee at his discretion. There is, however, a student council which cooperates with the faculty in other matters. It succeeded a secret senior court which was largely a Ku Klux Klan for hazing and which was overthrown by concerted student action. The council now has good control, cooperates well with the faculty thus far, and Dean Melcher is hopeful that it will continue to do so.

Acting Dean Mims reported the honor system to be of long standing and entirely successful at Vanderbilt so far as dishonesty in university work is concerned. He raised the question as to how far student self government should be admitted to our disciplinary problems and expressed the view that we might with safety go much farther in this direction.

At Wisconsin, the student court with full grant of powers handled hazing successfully for about four years, then lost control, and finally went to pieces on technicality of procedure and on the unwillingness of students to testify against each other. A new organization is planning to take up the task again with somewhat limited jurisdiction. A discipline committee takes care of cribbing cases, and the dean of men with the dean and advisor of the student concerned handles other matters.

There was substantial agreement among all those present upon two points (a) the undesirability from the point of view of the dean's usefulness of making him the responsible disciplinary officer and (b) the danger of placing sole responsibility for disciplinary matters in the hands of the students because of the inevitable obligation of the faculty to assume the ultimate responsibility for all actions taken.

#### REPORT OF COMMITTEE ON HOUSE RULES

For the committee appointed last year to propose a model set of rules for men's lodging houses, Dean Bursley, the chairman, reported the rules which are in successful operation at Michigan at the present time. They are as follows:

"1. Unless otherwise provided the lady of the house shall be the responsible director, and shall be known as the 'Head of the House'.

"2. Absolutely no intoxicating liquor and no gambling shall be allowed in the house.

"3. Quiet hours shall be maintained after eight o'clock p. m. every night except Friday and Saturday nights, and after 11 p. m. on these two nights. During these quiet hours there shall be no loud talking in rooms or halls, and no use of musical instruments in a manner which may disturb other occupants of the house. It is expected that quiet will be maintained in all the rooms in the house regardless of who occupies them.

"4. No disorder will be permitted in rooms or halls at any time.

"5. If smoking in the room is permitted, all cigar and cigarette stubs, matches, ashes, etc. must be properly cared for by the occupant, and he must assume responsibility for any damage resulting therefrom.

"6. Care should be exercised to turn off light, gas, and water, when not in use.

"7. No guests shall be lodged in student rooms, at any time, without the knowledge and consent of the head of the house".

While no formal action was taken on the report, it was obvious from the discussion that the members of the conference considered the rules good and believed that with slight modifications to meet local conditions, they would prove serviceable in any institution. The rules do not apply to fraternity houses. A good feature is the printing of the rules on one side and of the lodging house agreement blank on the other side of the same sheet. This agreement has proven quite satisfactory when used, except for the fact that some landladies have tried to induce the University to enforce agreements for the entire year. The University refuses to do this, maintaining that one semester is the proper period of time to be covered by an agreement and that the student, if he so desires, should be permitted to change lodgings at the end of any semester. The chief difficulty with any agreement, however, is in getting it generally used. The boys often object to signing an agreement and the landlady, fearful of losing a lodger, does not insist upon his doing so. Thus the object of the plan is defeated; but in that event the dean is relieved of the necessity of attempting to enforce a verbal bargain, the true nature of which he is often unable to ascertain from the conflicting statements of the two parties.

The question was raised of what happens in case a fraternity lifts a man from his lodging house and takes him into the fraternity house in violation of his signed agreement. Dean Bursley replied that this rarely happens, but when it does, the fraternity or the student is required to provide a substitute lodger or to pay until the end of the semester for the room thus vacated. At Illinois and Wisconsin the same requirement is made. Asked what happened when an individual student rebelled and refused to abide by the ruling of the dean that he should fulfill his agreement, Dean Bursley replied that he was reported to the discipline committee of his own faculty for insubordination. This committee required compliance or withdrawal from the University.

At the close of this session, Mr. Paul A. Potter of Iowa State College, President of the student conference convening at the University of Kentucky during the same time, appeared before the group to invite the deans and advisers of men to hold a joint session with the student conference. The invitation was accepted, the time and place appointed and the presidents of the two bodies, Mr. Potter and Dean Nicholson, were asked to select a topic for discussion.

After announcement by Dean Melcher of the address by Dr. Mansbridge, of London, England, on Thursday evening at the Lafayette Hotel, and of arrangements for the entertainment of the deans and advisers of men in a separate group on Friday evening and Saturday afternoon, the session adjourned at 5:30 P. M.

### THIRD SESSION

FRIDAY, 9:30 A. M.

The conference reconvened in Dicker Hall. Dean Nicholson presented the following paper:

## THETA NU EPSILON—ITS RELATION TO THE UNIVERSITY AND EFFECT ON STUDENT MORALE.

"Administrative officers of practically every institution undoubtedly have experiences at times with more or less loosely organized groups of students within their institution, groups which are definitely secret, so far, at least, as the administration is concerned. Secret in that they make a real effort to hide the fact of their organization, its purposes and membership.

Such organizations occupy a very distinct and different place in the student community from all other so-called secret societies, such as the fraternities—social, professional and honorary—honor senior and junior societies, and other known organized groups.

This tendency within the student body, for individuals of similar tastes, ideals and standards, to draw together into groups, clubs and fraternities, is a perfectly natural one and could not be stopped even if it were desirable. In fact such organizations or groups possess a very definite value to the institution in that when they and their membership are known they offer opportunities for the study of student ideas and attitudes that would not be possible through the large unorganized mass; again through these known groups it is possible to trace weaknesses in individuals as well as in groups and to apply corrective measures, usually with the help of the group or of members of the group. Morale and pride in the institution may be fostered and in measures for the betterment of the college a passive, if not always an active, cooperation with the administration may be had. These are factors of great value.

On the other hand, what of these groups which endeavor to hide their existence and their membership? It is certainly true that none of the opportunities and advantages offered by the known groups are present in their case.

It is possible and conceivable that such a group may at times be organized for the most laudable purposes, but I believe it will hold almost without exception that such a group, feeling its freedom from responsibility, will sooner or later be over-mastered by a selfish, misdirected, political ambition or become an excuse for a social life which without any restraining influences soon becomes vicious. In either case it becomes an actual menace to the well being of the college.

One outstanding organization of this kind exists at Minnesota and in many other institutions under the name of "Theta Nu Epsilon".

Local groups under this name have existed in the various colleges for many years. The chapter or group at Nebraska was organized twenty-eight years ago and has, I believe, been in continuous existence since that time, though it was ordered out of the institution a number of years ago, the men required to bring their charter in and burn it before the Chancellor. A copy of the charter was burned—the original exists today.

There has supposedly been a national organization, but of such a loose character that it was more in name than in fact. Chapters have been organized by individual students and others. Probably the chief organizers have been fraternity jewelry salesmen who, in this way, might create and maintain a fruitful field for sales. In the past initiations were held and fees collected solely for the purpose of financing a big bust.

The purposes of the groups are political and social (license). Sometimes

one of these dominates to the practical exclusion of the other. Many times they are active in both fields.

The membership is drawn almost entirely, if not entirely, from among the known organized fraternities.

Some years ago I served as one of the district chiefs for my fraternity. The chapter at Nebraska was one of those under my charge. At that time and for some years the chapter was completely demoralized, split into at least two distinct groups—those who did not belong to "T.N.E.", who would not follow their leadership, and those who, either through membership or friendship, blindly followed the course mapped out for them. At the time of my visits I had many conferences with individuals of the chapter and found it permeated with bitterness and suspicion. "T. N. E." members were the leaders in the drinking, disturbing life of the student body and it was for this reason that Chancellor Andrews, I believe, undertook to abolish them from the University.

That "T. N. E." and similar organizations are not regarded as conducive to the well being of either the known organized group or to the college itself is clearly shown by the consideration the problem is receiving from such a body as the National Inter-Fraternity Conference, or the attitude which is being taken officially by many national fraternities and colleges.

At the National Inter-Fraternity Conference in 1919 a special committee was appointed to gather data and present a report at the meeting in 1920. Dean Clark of Illinois was chairman. Some of the facts brought out in this investigation are very significant:

- 1) That there is under way a very definite movement to bring these groups into a centralized and definite organization. An appeal for funds and organization which was sent broadcast over the country was submitted.
- 2) In reply to a questionnaire sent to national fraternities
  - (a) 18 did not reply
  - (b) 11 reported that they had no regulation against their members belonging to "T. N. E."
  - (c) 22 reported having regulations prohibiting their members from holding membership in "T. N. E."
- 3) That out of 100 colleges replying to a questionnaire sent out by the committees—
  - (a) 46 have regulations against "T. N. E."
  - (b) 40 institutions have no knowledge of the existence of "T. N. E."
  - (c) 14 have no regulations against the organization though they know its character
  - (d) 12 institutions suspect the presence of sub-rosa chapters
  - (e) the consensus of opinion of those fraternity officers and college presidents who replied to the questionnaire was that "T. N. E." encourages drinking and gambling; it preaches dishonest political methods, creates dissension among the members of recognized social fraternities and is altogether a bad influence on the institution where it exists.

At Minnesota, "T. N. E." has, I believe, led a sub-rosa existence for a number of years. A formal request, about ten years ago, for permission to form-

ally install a chapter there was refused. It has until recently been a very loosely organized group, sometimes living under another name, with no purpose other than that of holding a group of similar tastes together, occasionally taking on a new spasm of life due to some special set of conditions.

About the middle of last year, following the issuance of the special appeal quoted in the Special Committee's reports, there began to show in the student body special activity along the lines specialized in by this organization. At this time I called together the two senior honor organizations and the one junior honor organization and discussed with them this special activity and the probability that if we did not at the time have an active group with us, we probably soon would have. I pointed out to them that up to that time we had had an exceedingly good morale in the fraternities in general and in the student body as a whole; that past history had clearly shown that when "T. N. E." became active it had, through its political methods, always spelled dissension in fraternity chapters and destroyed the good relation between chapters, that in its efforts to control student officers there would soon develop in the student body a feeling of political control, eventually leading to a building up of the old fraternity and anti-fraternity spirit; that it was the duty of those who had a real regard for the best interest of the University and the student body, irrespective of whether they were fraternity or non-fraternity men, to oppose this organization in every way possible.

This has stirred up considerable opposition to the organization within the student body and has caused its members to vehemently deny to their fellow students any connection with it and to state very derogatory opinions of it.

How to handle this problem is an open question. It will have to be largely a matter of experiment. Dean Clark is trying one method, at Minnesota we are trying another. Officially, so far as the University is concerned, this organization does not exist with us. It has no recognition nor privileges. There is no effort on the part of the University to seek out the organization or members. There have been no rules or regulations drawn directed at the group or individuals of the group. We hope by this attitude to remove a great deal of the glamour of and incentive to membership which we feel that prohibitive regulations against membership would carry.

In the absence of recognition and regulations we are attempting to get before the students all information possible relative to the organization, its aims, purposes and methods in the hope that the student body will through channels of its own care effectually for the problem.

In the recent elections the suspicion of membership in this society was found to be a serious menace to any candidate.

Positive tangible results from this policy will only show after some time. It will be interesting to watch the reaction.

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The discussion of the subject showed all to be interested, although the situation was very different in different places. One of the most interesting developments was the presentation to the group by one of its members, of the most ancient record of the Theta Nu Epsilon fraternity, the original constitution, bylaws, chapter roll and membership roll, covering the period 1870 to 1900. The book is painstakingly written out in long hand, well-preserved and

entirely legible. Copies have been made of it and submitted to the members of the conference. It will be sent to Banta for publication in the *Greek Exchange* at an early date.

At Illinois and Minnesota, T. N. E. is exercising a very strong influence in campus politics. Comparatively small groups are manipulating the various campaigns, and the members themselves are, in general, not candidates for office. In several instances, however, it is believed they will be successful in having their candidates elected to important student offices.

At Kansas there is a rival secret society called the "Black Mask" which is very successfully holding the T. N. E. crowd in check politically.

Dean Warnock keeps the student body at Penn State informed as to the evils of T. N. E. and believes the students have a fair comprehension of the subject.

All feel that this plan would have a better chance of success were it not for the mendacity and hypocrisy which characterize every part of T. N. E.'s activity.

At Ohio Wesleyan, a chapter was recently organized by a fraternity jewelry agent. These wanderers are, it seems, the official organizers of T. N. E., the commission on the pins they are thus enabled to sell constituting their reward. Dean Hormell reports that the boys themselves thought the Wesleyan initiation a fake. They got rid of the leader of the crowd and the episode now seems to be regarded as a joke, the so-called chapter being entirely inactive.

"Keys" is a T. N. E. journal published at Milwaukee. Dean Dyer will send the address to all members of the conference.

The discussion turned upon Kappa Beta Phi, another subterranean organization not recognized by Baird. The badge is the inverted Phi Beta Kappa key with a mug of foaming beer on the back side. At Lafayette, Kappa Beta Phi is known as a booze crowd, in some of the southern institutions it has campus recognition as a fraternity. At Penn State they were known at first as flunkers, but they have a desire to become a worthy campus honor society. Dean Warnock believes they cannot overcome the handicaps of their origin. At most of the northern universities, they exist under cover but are not recognized as a legitimate fraternal organization. The membership in the country is said to have increased greatly in recent years. At Wisconsin, the paddling the summer session Kappa Beta Phi crowd received because of a road house party with Norma Talmadge as guest of honor, has given the group an unsavory reputation. At Purdue, 60% of the student body which was non-fraternal, organized themselves politically and swept the elections, thus putting a quietus on the political activities of secret societies.

#### REPORT OF COMMITTEES

The committee on nominations and place of meeting reported at this time, placing in nomination the names of Dean Coulter for president, Dean Nicholson for secretary for three years, and recommending Purdue University as the place of next year's meeting. The report was unanimously adopted. At the same time Dean Bursley extended to the conference an invitation to meet at the University of Michigan in 1924.

The Committee appointed to consider the restriction of area and member-

ship reported proposals contemplating an eastern section, a mid-western section and, if the southern institutions should deem it desirable, a southern section. The reason for this recommendation was the feeling that if a single meeting for the whole country were maintained, the expense of travel would be great and the large number in attendance would preclude the informal discussion which the members find so profitable. It was also proposed by the committee that each meeting might divide into two groups, viz., those men representing the state universities and the larger colleges and those representing the smaller colleges and schools, the assumption being that each group would have problems peculiar to itself, while topics common to all might be taken up in joint sessions.

After lengthy discussion it was moved and carried that the conference approve the recommendations in principle, that a special committee be appointed to work out a more detailed plan for presentation to the conference next year, and that the meeting next year be a general meeting of all sections, as heretofore. The president subsequently reappointed Deans Coulter, chairman, Warnock and Dawson to serve as the special committee just mentioned.

#### PUBLICATIONS OF SPECIAL INTEREST TO DEANS OF MEN

Banta's *Greek Exchange, School and Society*, and the monthlies published by the various national fraternity organizations were mentioned. Several of the fraternities send their publications to all deans and advisers of men of whom they have knowledge at institutions where these fraternities have chapters. This courtesy is greatly appreciated and it was moved and carried that the secretary be instructed to forward to the various fraternity magazines a list of the deans and advisers of men in this conference, with the suggestion that the latter would be glad to be kept in touch with all the national fraternities represented at their several schools by receiving their publications regularly.

After selecting "Cooperative Management of Student Affairs by Faculty and Students" as a topic to propose to the Student Conference for discussion at our joint session in the afternoon, the meeting adjourned at 12:30 o'clock.

#### FOURTH SESSION

FRIDAY, 2 P. M.

The conference reconvened in Dicker Hall. The topic for consideration was presented in effective fashion by Dean Coulter, of Purdue, in reply to the query:

#### IN WHAT WAY CAN THE UNIVERSITY BUILD UP A MORE EFFICIENT SYSTEM FOR HELPING FRESHMEN?

"The time in which we are now living is somewhat peculiar. As a result of the demoralization of the war, we find most people hostile to restraint. Youth in particular is impatient of it today, and hence we find ourselves in a state of mind and in a condition of affairs for which we are not wholly responsible. The whole nation is undisciplined.

Among our students this condition is worse with the older men than with the freshmen. These older men who are now with us had their high-school training when high-school teachers were more vitally interested in surgical bandages than they were in the proper performance of their duties as teachers. Then these boys entered the University with a group of insurgents who came back from the restraints of army life thoroughly imbued with insubordination against all authority. These upper classes now determine the morale of the student body.

Under the present organization of our universities, the emphasis is misplaced at the very beginning of a freshman's academic career. Fraternity rushing, football, all sorts of extra-curricular activities, dancing and social life are pushed to the front, while study is relegated to the background. During these first few weeks of his freshman year, the boy is influenced to place his entire emphasis awrong and this is a beginning which is inimical to our best efforts.

We have tried all sorts of mechanical devices for the guidance of incoming students. For example, we tried the plan of assigning freshmen in small groups of advisees to various faculty members who were supposed to guide aright the scholastic careers of their charges. But about 20% of these advisers were over-zealous and caused unnecessary disturbances. Another 20% were narrow-minded and ineffective. Fully 50% were lazy and indifferent. The remaining 10% did their work well.

Students have impluses and especially is this true of young boys, but after all they are on the whole open-minded. Faculty men on the contrary have prejudices and are narrow-minded. For these reasons, the plan just described has, with us at least, proved a failure.

We then tried another method. Taking the students as grouped in fraternities and in lodging houses, we assigned a faculty adviser to the freshmen of each chapter, in most cases, of course, a member of the fraternity in question. The unorganized students in the lodging houses were assigned in each case to a professor who lived near by. Thus, with small groups and natural points of contact, we had hopes of better success. But this plan stranded on the same difficulties as the first one. It started out well, but in a few weeks the majority of the advisers had forgotten their duties or were grossly neglecting them and this device also failed.

The only real remedy that I see for the situation is a real Dean of Men. He must be left free for his work. His chief peril is that he is over-burdened with routine administrative duties which interfere with his real functions. A Dean of Men should have nothing whatever to do with discipline. Students will not come freely and confidentially to a disciplinary officer and the desirable thing is to give the student a new attitude. This the Dean of Men, if he is left free for this particular work, can accomplish.

The point then is to change the freshman's views as to the real importance of studies and extra-curricular activities respectively. It is no wonder that the boys' ideas are confused on this issue. Even parents back home often have the wrong attitude. It is only the exceptional youngster who has the right conception of things when he arrives at the University, and he is often denominated a greasy grind. But if we can change this view-point, we are fulfilling our true mission.

This year at Purdue, we are trying to give the freshmen a fair chance by insisting first of all that freshmen shall be taught in the fundamental sciences by head professors. The result of this experiment has been a surprising and inspiring thing to both professors and freshmen. The professors have had sheer joy in the work and the freshmen have had the totally unaccustomed feeling of being handled by real men to whom they can look up with the greatest of respect; the result has been that they have taken a real interest in the work. We have also reduced the size of the sections handled. In the Biology Department, where I had my own way in the matter, we reduced the lecture sections as well, having a head professor repeat his lecture to three sections instead of giving it at one time to a great group of 400 students or more. Laboratory sections we reduced to not more than 20 students. In chemistry the experiment was not tried and the old method was pursued. The result was that in biology, about 7% of the students failed, while in chemistry, 27% failed.

In other words, the way to help freshmen is to get them in contact with big men in smaller lecture groups than we have been accustomed to have, and to see to it that they are handled in very small laboratory groups by the most competent instructors. The plan is open to the objection that it makes more work for the staff. I am not of the opinion that the college professor is over-worked and under-paid. We have found in the course of the experiment described above that the time lost by devoting more hours to a greater number of smaller sections is not a real loss. Much time is saved in doing away with the individual conferences so necessary under the old system.

We try also to give the student in his freshman year a glimpse of the four-year course which is ahead of him, instead of starting him up a blind alley. In the Engineering College, we attempt to help freshmen by giving a course which is called "Engineering Problems." This course meets once a week. The problems which are presented to the freshmen to be worked out are genuine engineering problems. (At this point, Dean Coulter distributed copies of these problems which were prepared by Dean A. A. Potter of the Engineering School of Purdue University. Engineering Colleges interested may obtain samples of these problems from Dean Potter.) These exercises show an engineering freshman how he is going to need mathematics here, physics there, and a foreign language somewhere else. They show, or rather illustrate the relation of the constituent parts of an engineering course to each other. In this way, we have succeeded in arousing a real interest in the engineering course among the first-year men.

In conclusion then, we have found mechanical devices for supervising freshmen to be of little avail. Our real aim must be to change the emphasis of the students by better teaching, by closer contact, and by bringing them in touch with a higher grade of men. The freshmen are all right, but they get headed wrong and that is our fault. We must stop dealing with them as a mass. We shall never accomplish anything if we continue to act in accordance with the dictum which I recently heard laid down by a football coach, towit: "Freshmen have no rights in a University and damned few privileges." That is a sentiment which is dangerous. Let us then quit playing with mechanical devices and go right to the heart of the matter. **TEACH THE MAN TO KNOW HIMSELF."**

The discussion of the paper and of various attempts by other institutions to aid freshmen in beginning right proved to be of great interest. A favorable report was made of the recognition by Yale University of teaching and especially of freshman teaching as of equal importance with graduate teaching and research work. This emphasis upon high quality work with freshmen is said to have reduced failures to 1% of the class.

Minnesota is considering the problem and a committee of the faculty senate has suggested that freshmen be admitted to the University unassigned to course or school and that they be turned over for the first year to a special freshman teaching staff of exceptional personalities. It is believed that at the end of the year the University will thus have a better knowledge of its freshmen and the freshmen will have a better knowledge of themselves and of the University and will thus be enabled to choose a course more wisely than is possible under present conditions. The upper classmen approve the idea but there is still some opposition on the part of some deans and professors. It is probable that a beginning will be made in this direction in the near future.

At Purdue, personnel cards, similar to those in use in the army during the war, have proven valuable. Ratings are made in each year (a) by the student himself, (b) by several of his friends, and (c) by his professors, all independently of each other. From these data the personnel officer makes up his final rating. Each student is shown his rating each year, thus enabling him to study and attempt to correct his own defects.

Opinion seemed to be much divided as to the value of such ratings, some advocating their utility, others questioning their reliability.

At Ames, the chemistry department applies psychological tests in order to group the students advantageously, placing the strongest teachers in charge of the weakest groups. The common practice in large universities of placing a freshman under three different chemistry instructors in the beginning course, viz., a lecturer, a quiz instructor, and a laboratory instructor, was criticized as poor pedagogy.

Dean Waugh, who was Chief Psychological Examiner for the army during the recent war, stated that the army tests were highly effective in identifying types of mind. In his experiments at Beloit College and Berea College, he finds a high degree of correlation between the students who stand high in the psychological tests and also in their studies and *vice versa*. He has found freshman mortality greatly reduced by grouping students of similar ability into separate sections and providing special teaching of the kind required. Dean Hormell reported similar correlation between the results of tests and of grading at Ohio Wesleyan.

Various courses in "freshman fundamentals" were reported and the consensus of opinion seemed to be that a required course for the orientation of freshmen is highly desirable in every institution.

Members of the Student Conference having broached to members of this conference the desirability of having the minutes of the meeting published and the information that many of the student councils represented had no funds at their disposal, it was moved and carried that:

*It is the judgment of the deans and advisers of men here assembled that the minutes of the Midwestern Student Conference should be printed, a dozen*

*copies of the report placed in each institution represented and that the institution should be asked to bear its share of the expense in case the council has no funds.*

In anticipation of the joint session with the members of the Conference, which was set for 4 o'clock, the deans recessed at 3:45.

#### JOINT SESSION WITH THE MIDWESTERN STUDENT CONFERENCE, DICKER HALL

FRIDAY, 4:15 P. M.

Mr. Paul C. Potter, student representative from Ames, Iowa, and president of the Student Conference, was asked to preside. Mr. Robert Stewart, of Wisconsin acted as secretary.

Mr. Potter asked the assembly to consider the matter of student government and invited Dean Nicholson of Minnesota to open the discussion. Dean Nicholson declared himself to be not in favor of unrestricted student self government on the one hand or of exclusive faculty control on the other. The best results from all points of view are obtainable from cooperative government. After all, students and faculties are working toward the same end. If this be true, then they are equally concerned, they have mutual interests. They have, perhaps, different points of view, but both are looking at the same thing and have the same ends in view.

Government may vary in different institutions. Some institutions may feel that the students should have all matters of discipline and the social life of the school entirely under their control. The speaker believes that in no state-supported institution, at least, can all power be delegated to the students. The ultimate responsibility must rest upon the faculty.

Student Councils are often prone to ask: "What can we do?" The speaker holds that the students have a share in all problems. No question of broad import can arise in which they should not be interested. And all faculties will cordially welcome cooperation. The students have in many matters vital, first hand information and they are often in position to take the initiative. There is no lack of opportunity, but a broad field for work.

Dean Clark was next asked to speak. To the query, "What is a dean of men?" he replied, "It is a man without authority." Most of the things he has been able to do have been done in an advisory way. He believes heartily in cooperative measures. The chief difficulty with student self government is that student councils lack the initiative, courage and stamina to carry through. Most of us are glad to reach out for authority, but we do not want to accept responsibility. Citizens of our university towns shirk responsibility and seek to place it upon university authorities. He narrated a recent incident in point which occurred at Urbana. The citizen in question didn't want trouble and publicity himself, but thought Dean Clark wouldn't mind it, being so accustomed to it. Students usually feel the same way about it. At Illinois, the student council could see that student rows were kept down; it could stop student drinking. The student councils here represented could do the same on their own campuses. No authority would be required, but they would get themselves temporarily disliked. Gambling could be stopped and student politics cleaned up by the councils if they would do it. Campus social affairs, now often discreditable,

could be greatly improved. They are bad because the councils permit them to remain bad. If the councils would make the start, the faculties would be only too glad to back them up. If the councils want responsibility, let them carry through and they will receive it in rich measure.

Mr. A. G. Goetz, president of the Michigan student council, was the next speaker. He believed that the plan of cooperative management as contemplated by the preceding speakers is fairly well worked out on the Michigan campus. The council is advisory and has only the right to make recommendations; the right of authoritative action rests with the faculty. The council works in conjunction with the Dean of Students. It does not desire sole and final authority, realizing that it can obtain better results cooperatively. At the same time, the faculty allows it a large measure of authority and responsibility, as when it took action against an offending fraternity during the current year and stood back of its action alone and unaided when attacked by influential alumni. The faculty sustained its judgment and was proud of its firmness. The members of the board are elected; two by the junior class, five by the sophomore class, five by the campus at large, others by boards entitled to representation. Sophomore and junior members carry over. The council numbers about thirty men, and it represents nearly seven thousand students.

Mr. Earl Brown spoke for the Missouri council which has legislative functions only. The judicial powers are vested in a senate with a large grant of authority. All disciplinary action is entrusted to the senate. The council has felt the need of a dean of men in the institution who would cooperate with them. They petitioned the faculty last year for the appointment of a dean of men and expect to do so again. They are hopeful of success.

Mr. William Havelaar reported that the student council of Cincinnati University, which he represented, had no powers entrusted to it, and sought advice as to how it might proceed to obtain such recognition. The opinion was expressed that a bit of good work voluntarily performed by the council without a special grant of authority would probably bring the recognition desired.

Dean Coulter expressed the sentiment that the aim of a dean of men should be to form a working union with the students. When he entered upon the duties of the office at Purdue, he found that the student councils were not functioning well. He called them in and assigned to them duties which they have performed well. A function of the dean is to divide the work of the university among various organizations. The students ought to be the custodians of student standards; they ought to set a higher value upon the diploma which they are earning than anyone else. At Purdue, students and faculty have equal voice on many committees. The students often prove more rigid than the faculty members. Dean Coulter proposes to extend the sphere of student participation to every committee which touches student interest. Student members of committees are appointed by the student council and not by the dean.

Dean Bradshaw of North Carolina inquired whether any school here represented entrusted full and final authority without appeal to its student council. Student Representative Hugh Bradley of Alabama University replied that this was the case at his institution. The honor system as it exists at Virginia is in operation. The students dismiss a fellow student for cheating and there

is no appeal. The same system is in use at Tulane University also. When asked about drunkenness, sexual immorality, stealing, gambling, and the like, the Tulane student representative, Mr. Nash Johnson, admitted that the honor system took no account of these things. So far as the honor system is concerned, all immoralities except cheating and lying may flourish unchecked. Dean Clark expressed the view that these things are worse than cheating and that we are not getting far in student government until we recognize the fact.

Mr. A. A. Anderson, student representative from Minnesota offered a correction to Chairman Potter's statement that the student conference was of the opinion that student councils should not touch cases of drunkenness. He felt the sense of their action to be: We cannot cope adequately with the drink evil on our campuses, but it is our duty to keep the campuses as clean as we can.

Dean Bradshaw phrased very nicely the spirit of the meeting as a whole when he observed that where faculty and students are divided into opposing camps and are recognized as distinct species, there will be bad management of student affairs; where, on the other hand, the faculty are felt as senior students, working with the junior students for the betterment of the latter, there will be solidarity, cooperation, and good management.

The session closed at 5:15 to permit the student members to attend a tea to which they had been invited by the young women of Kentucky University.

## FIFTH SESSION

FRIDAY, 7 P. M.

On Friday evening, the deans and advisers of men were guests at an elaborate dinner at the Phoenix Hotel. The University of Kentucky was hostess, Dean Melcher representing the faculty.

After dining sumptuously and spending a delightful hour in social intercourse (in which the northern guests delighted the southerners by their remarkable performances in negro dialect stories), unfinished topics of interest were taken up informally and discussed at length. In connection with Dean Coulter's excellent paper, it was moved and carried:

*That this conference go on record as acknowledging the principle that the most important thing for freshmen is the class room contact and that freshmen should be taught in small groups by men of maturity and experience.*

In connection with the carelessness of students in financial matters, Dean Dyer told of a measure which has been adopted by the bankers at Lawrence, Kansas, as a protection against overdrawn accounts and which promises to be effective. The bankers have agreed to warn a student once concerning an overdrawn account. If the offence is repeated, however, the bank closes his account, notifies all the other banks through the clearing house and no other bank will take his account during the year.

The matter of student extravagance for dancing was discussed at some length. At Wisconsin, the fraternities and sororities spent \$50,000 for dances and prom during the first semester of the current year.

28 formals averaged	\$471; total	\$13,188
196 informals averaged	68; total	13,328
43 prom parties averaged	537; total	23,091
267 parties		\$49,607

This does not include commercial dances or the Union Board dances or mixers, which normally take place at a rate of three each Friday and each Saturday evening.

Orchestra prices are extremely high and yet the students pay them cheerfully. Some prices paid are as follows:

	Wis	Mich	Ill.	Minn.	Iowa	Kan	Purdue
5 pieces, 3 hrs,	\$50-\$60	\$40	\$45	\$90	\$45		\$42
5 pieces, 4 hrs,	70-80	50	60	120		\$85	58

The question was raised of the participation of the dean in the religious life of the campus, also of the value of public meetings in contributing to the furtherance of the moral and spiritual welfare of the students.

Minnesota and Purdue have an eleven o'clock convocation hour each week, providing for it in the schedule, and all classes are dismissed. They admit that many students make use of the hours for a vacation rather than for convocation. At Minnesota, no speaker who comes as representative of a religious denomination may appear at convocation as a speaker. The university, however, may invite any speaker it cares to have, regardless of his religious affiliation. Wisconsin has occasional convocations, but dismisses classes only on rare occasions. This is the practice at most institutions. Many smaller schools have chapel exercises daily or two or three times per week; attendance is not required. In some of these schools, the dean of men is in charge of chapel exercises, arranges for speakers and the like. Purdue, Kansas and Wisconsin hold a three-day religious conference each year in connection with the churches and Christian organizations and find the effects good. Three deans of men present are teachers of a Bible class regularly; all are church members of protestant confessions. There was some difference of opinion expressed as to the propriety of inquiring into the religious life and faith of a youthful derelict whom the dean has called to his office for a moral delinquency. One view expressed was to the effect that in a state institution, race, creed and political allegiance are best avoided by the dean in dealing with students, whether individually or in groups. Another member felt, on the contrary, that he gets his finest results by a direct appeal to the religious life of the delinquent, and he believes the principle would be found very generally applicable.

The banquet ended at eleven o'clock.

#### CONCLUSION

On Saturday afternoon, the two groups, the students and the deans, enjoyed a delightful excursion by auto about Lexington and vicinity. The picturesque old homestead of Henry Clay, his tomb and monument in the cemetery, the stables at Hanita Farm with their famous world's record race horses, Man of

War and Red Broom, and the extensive Cold Stream Farm stables and pastures were the chief points of interest, but the profusion of beautiful farm homes and country mansions, the beauty of the blue grass hills and dales in their spring attire and the cordial hospitality of their hosts impressed themselves no less vividly upon the minds of the visitors.

Respectfully submitted,  
S. H. GOODNIGHT,  
Secretary.

Madison, Wisconsin.  
May, 1922.